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| **Subject / Course:** Biology | **TC Name:** Heather Owen + Hailey Saunders |
| **Grade Level:** Grade 8 | **Date:** October 6, 2010 |
| **Topic:** Cell Membrane | **Time of Class:** 15 mins. |
| **AT Name:** --- | **Room # / Location:** EDU 411 |

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| **Expectations**  **3.2** identify structures and organelles in cells,  including the nucleus, cell membrane, cell  wall, chloroplasts, vacuole, mitochondria, and  cytoplasm, and explain the basic functions of  each  **2.5** use appropriate science and technology vocabulary,  including organelle, diffusion, osmosis, cell  theory, ***selective permeability, membrane***, stage,  and eyepiece, in oral and written communication | **Prior Assumptions**  Students can identify the parts that make up the cell (both plant and animal) and are aware of their basic functions | |
| **Goals**  -Students will have a better understanding of the term “selectively permeable membrane”  -Students will have a better understanding on how to approach the scientific method. | |
| **Activity/ Timeline**  Bell Work/ Review (3-5 min)   * Have students sit at table with the name of their favourite/ most important organelle * Have a representative from each group tell the class why their organelle is important and what it does (discussed in this order: nucleus, vacuole, chromosomes, cell membrane)     Discussion (1 min)   * Talk about the Cell Membrane and what its composed of (picture of cell membrane will be shown on PowerPoint slide)   Energizer (5 mins)   * Have students stand on one side of the classroom * Explain that desks are the fat particles, and that the spaces between them (along with the teacher(s) are the protein channels) * Have each student try to pass, and teacher(s) will decide if they can go through or not (decision will be based on something/ colour they are wearing)   Science Literacy (3 min)   * Talk about selectively permeable membrane * What do each of these words mean? * What does this mean about the cell membrane?   Consolidation (1 min)   * Teacher(s) pass out sheets for students to write their answers on * Teacher reminds students to put their names on the sheet * Consolidation question is placed on the screen:   What would happen if the cell was  Permeable? (i.e. let everything in, anything out)  Impermeable? (i.e. let nothing in, nothing out)   * Students fold sheet, and pass to the front of the classroom | | **Board Agenda**  -Bell Work  -Review  -The Cell Membrane  -Energizer  -Science Literacy  -Consolidation |
| **Required Resources**  -PowerPoint  -Projector/ SMART board  -Whiteboard marker  -Paper for consolidation  -Sheets with organelle names (nucleus, vacuole, chromosomes, cell membrane) |
| **Evaluation/ Assessment of Lesson** | | |